

# IIEP Tips and Tricks

*Welcome!*

**Please introduce yourself using the Chat Box.**

**Share your name, district/school and grade level.**



# Introductions



**Sarah Mohr**

*Special Education Specialist*

**Indiana Department of Education**

(317) 232-9153 | [SMohr@doe.in.gov](mailto:SMohr@doe.in.gov)



@DrNholsappleOSE @EducateIN #IndianaOSE

# Housekeeping

**How To**

★ **Chat Box**



★ **PANEL (Q&A)**



# Chat Box Discussion



In the chat box, reflect on the following:

**‘What is your level of awareness of IIEP?’**

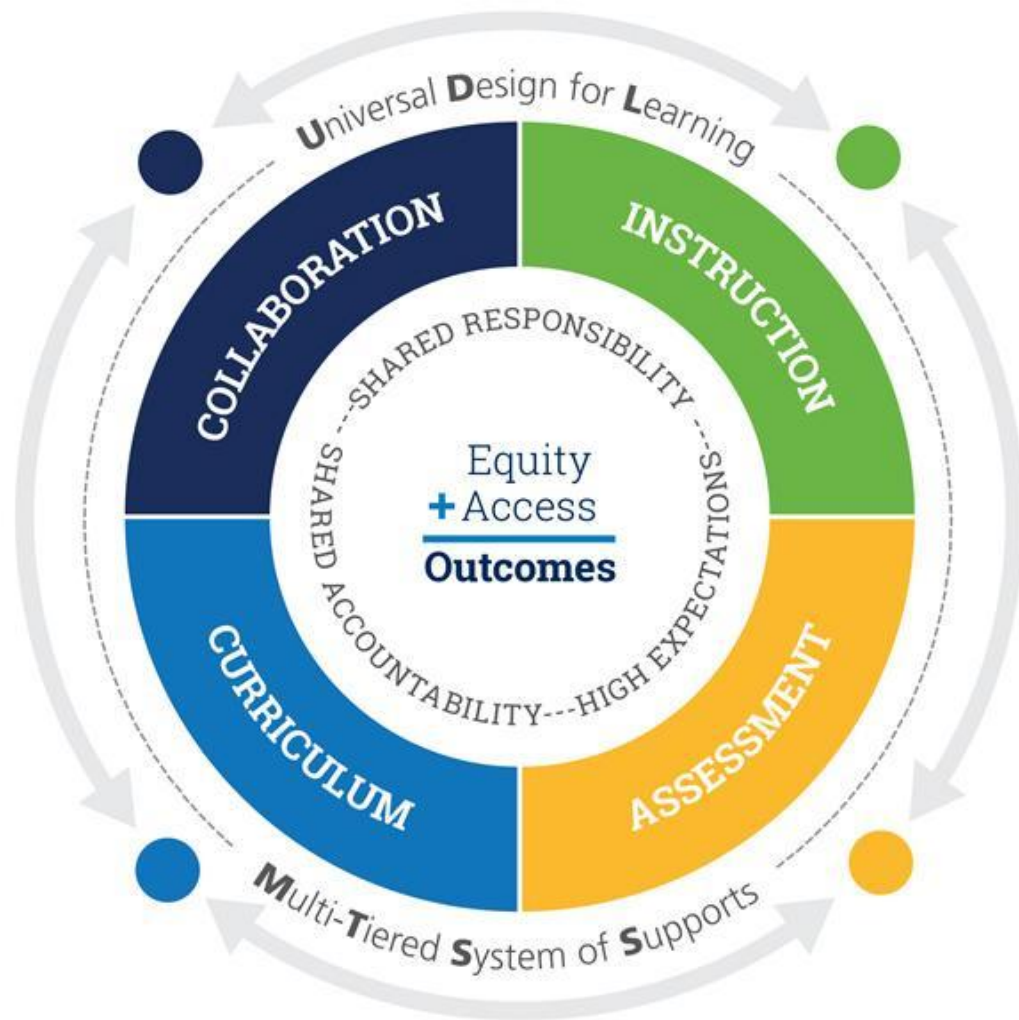
Respond with one of the following: **Expert, Aware, Novice**



Equity  
+ Access  

---

Outcomes



## Referral

- School/Public Agency
- Parents

## Educational Evaluation

- Initial
- Reevaluation

## IEP

- Eligibility
- Placement
- Services

## Annual Review Cycle

- Progress Monitoring
- Annual IEP
- Reevaluation Discussion



# The IEP Process-Starting Point

**To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities are educated with nondisabled students.**

**(Article 7-42-10 (a)(1))**



# The IEP Process

- 1. Present Levels of Performance**
- 2. Review or Determine Eligibility**
- 3. Special Considerations and Behavior Concerns**
- 4. Transition**
- 5. Testing Participation - Accommodations**
- 6. Develop Annual Goals**
- 7. Determine Services**
- 8. Determine Placement**





# General Educators at the Case Conference

- **The curriculum expert!**
  - How did/does this student's disability affect his access to and progress in the curriculum?
- **Eye witness!**
  - What worked for this student?
  - What didn't work for this student?
- **How can special education better support this student in your classroom?**



# Shared Responsibility

- **What information does the Special Education teacher need from the General Education teacher?**
- **What questions does the Special Education teacher need to ask the General Education teacher?**
- **What information does the General Education teacher need from the Special Education teacher?**
- **What questions does the General Education teacher need to ask the Special Education teacher?**



# Takeaways from the Case Conference

- **What is my role in the student's**
  - Behavior plan (possibly emergency plan also),
  - Health plan,
  - Or Evacuation plan?
- **Where is my help?**
  - Who is the student's teacher of record and how will we be in contact?
  - Will the student's support occur in the classroom or elsewhere?
  - What will the student have to miss in order to access special education services?



# Accommodations & Modifications

## Accommodations

- Level the field
- Maintain accountability
- Educational Outcomes unchanged

## Modifications

- Change the game
- Expectations modified
- Educational Outcomes revised



# **Specially Designed Instruction**

- **Specially Designed Instruction**
  - **Instructional practices used by the teacher**
    - **Guided practice of listening strategies**
    - **Scaffolded instruction, visual, written, verbal, physical, picture prompts and cues**
    - **Modeling**
    - **Instruction of calming strategies**



# SDI – What it IS

Promoting Independence and  
Presuming Competence

In addition to core instruction  
(supplemental)

Maintaining high expectations  
and supporting students  
in the general education setting

A service or support

Specific to the student  
(individualized)

What an  
educator/staff/school  
personnel does

Important features of a program  
and/or unique instruction

Teaching specific skills  
identified as learning barriers



**IS**

# SDI – What it IS NOT

Promoting Dependence and  
Presuming Incompetence

In place of core instruction  
(supplant)

Lowering expectations and/or  
removing students from the  
general education setting

LRE Placement

Driven by programs  
or schedules

What a student does

Naming a specific program that  
replaces a special education service

A restatement of the academic  
content standards being taught

**IS  
NOT**



# Supplementary Aids and Services

- **Supplementary Aids and Services**
  - Aids or services used by the student
    - Visual prompts
    - Visual, written, verbal, physical, picture prompts and cues
    - Self-monitoring checklists
    - Calming strategies
    - Graphic organizers
    - Prompting and cueing





# Review and Revise IEPs

## **Sec. 9.**

**(a) A student's CCC must meet periodically, but not less than annually, to do the following:**

**(1) Review the student's IEP and determine whether the student's annual goals, described in section 6(f)(2) of this rule, are being achieved.**

**(2) Revise the IEP, as appropriate, to address:**

**(A) any lack of expected progress, based on progress monitoring data, toward the annual goals and in the general education curriculum, if appropriate;**

**(B) the results of any reevaluation conducted under 511 IAC 7-40-8, including any additional data about the student described in 511 IAC 7-40-8(l)(2);**

**(C) the student's anticipated needs; or**

**(D) other matters.**



# Review and Revise IEPs

**What must be updated/reviewed annually?**

- 1) Present Levels – updated with new data gathered through progress monitoring and other relevant sources**
- 2) Behavior Plan – review and change if necessary**
- 3) Transition Goals – Review and change if necessary**
- 4) Annual Goals – changed to reflect recent progress and address skill deficits**
- 5) Services – review and update to align with the student's needs**
- 6) Placement – review and update to align with the student's needs**



# Review and Revise IEPs

**What must be updated/reviewed at any meeting?**

- **Clearly document any contributions from parents to the discussion**
- **Update goals, services, and placement as discussed in the meeting**
- **Reevaluation Review – if a reevaluation has been completed then the changes in eligibility may be considered and recorded**
- **Use conference notes to document any changes made to the IEP**



# Goal Requirements

A yellow measuring tape is coiled in a loose spiral in the background. The tape has black markings and numbers, including 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20. The tape is slightly out of focus, emphasizing the text in the foreground.

**IEP goals must be  
measurable  
and measured.**

# **Three Components of a Measurable Goal**

- 1. Target Behavior (Skill)**
- 2. Stimulus material or conditions**
- 3. Criterion for acceptable performance**

# **TARGET BEHAVIOR**

- **Based on specific Access Skills identified as learning barriers for this student.**
- **Observable, measurable, verifiable, & repeatable**
  - write, read, initiate ...
- **NOT invisible or open to interpretations**
  - understand, enjoy, improve, develop...

# Watch and Learn

## [IEP Goal Writing Aligned to the Content Connectors \(44:38\)](#)

**Supporting Materials:**

[Presentation: IEP Goal Writing Aligned to the Content Connectors Open Office Hours](#)

[Presentation: IEP Goal Writing Aligned to the Content Connectors Webinar](#)

**Project SUCCESS walks educators through the process of writing an IEP Goal aligned to a grade level Content Connector. This webinar discusses best practices for the IEP process, as well as the steps for writing measurable IEP goals. Easy to implement tools and resources are shared throughout the webinar, as well as examples. This webinar was prepared and delivered during the 2020 school year.**



**@DrNholsappleOSE @EducateIN #IndianaOSE**

# Progress Monitoring

- **Part of Annual Goal Development!**
- **Progress Monitoring:**
  - **Fulfills Legal Requirements!**
  - **Informs Parents of Progress.**
  - **Informs educators of the effectiveness of SDI.**





# Data Collection Methods

- **Permanent Products**
- **Curriculum-Based Measurements**
- **Checklists (Skill or Behavioral)**
- **Interviews**
- **Self-Reporting**
- **Observations**



# Data Reporting

- How much data do we need?
- How frequently should it be collected?
- What happens next?

# Takeaways from the Case Conference

- **What is the student's disability?**
  - How does this impact his or her learning?
    - UDL and Differentiated Instruction
- **What accommodations will this student require?**
- **What modifications will this student require if any?**
- **What services will the student receive and when will they occur?**



# Indiana IEP Resource Center (IEPRC)

The IEPRC provides professional learning and technical assistance statewide which includes developing resources and materials, training and coaching individuals and teams, facilitating statewide and regional collaborative networks, advancing the use of statewide technology during the IEP process, and delivering intensive services and support to districts as assigned by the IDOE.

Project Director: Jolly Piersall, [jolly.piersall@indstate.edu](mailto:jolly.piersall@indstate.edu)

Website: <http://www.indianaieprc.org/>



@DrNholsappleOSE @EducateIN #IndianaOSE

Extended Secondary Services	
Select State Testing Option	Student will participate in Alternate Assessment ▼
Grade	4th Grade
<b>Criteria for Alternate Assessment</b>	
Review of the student's record indicates a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and function safely in daily life.	Yes ▼
The student requires extensive, repeated individualized instruction and support that is not of a temporary nature.	Yes ▼
The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes ▼
Goals listed in the Individual Education Plan (IEP) for this student are linked to the enrolled grade level Alternate Achievement Standards (Indiana Content Connectors).	Yes ▼
<b>Therefore, the CCC acknowledges, by checking the boxes, that the following conditions are true...</b>	
In selecting "Yes" to all four questions, the CCC is indicating that the student has a significant cognitive disability.	<input checked="" type="checkbox"/>
Therefore, the student is ELIGIBLE to participate in the Alternate Assessment in lieu of the General Education Assessment.	<input checked="" type="checkbox"/>
Therefore, CCC acknowledges that the following exclusions were not used in the determination that the student will be assessed on alternate achievement standards. Assessments cannot be based on factors such as: a. Excessive or extensive absences. b. Social, cultural or economic differences. c. The mere existence of an IEP or identification in a specific disability category. d. A specific special education placement or services. e. Emotional, behavioral or physical challenges. Criteria for Determining Participation in the Alternate Assessment in lieu of the general education assessment. f. Anticipated scores on ISTEP+. g. Concern for AYP calculations.	<input type="checkbox"/>
<b> Alternate Assessment</b>	
Grades 3-8	

# Tips for Testing Accommodations

## Selecting Daily Accommodations

- Accommodations selected are based on discussion of the student's present levels of academic achievement and functional performance.
- Should be available during the entire school day as decided by the CCC.

## Selecting State Assessment Accommodations

- Match the daily accommodations to the extent allowed on the assessment.
- Refer to the [2020-2021 Accessibility and Accommodations Guidance](#)
- Watch the [2020-2021 Accommodations Training](#)



# Tips for Testing Accommodations

- Before you contact IDOE that accommodations are not showing in TIDE, make sure the IEP is accepted and finalized. If the IEP is in the proposed state, accommodations will not populate in TIDE until they are finalized.
- Select Student History in IIEP to determine if the IEP is finalized.
- Select the Dark Green IEP to locate accommodations

Main Menu	Students	My Account	Reports	Wizards	Admin	SmartScan	PCG	Progress Monitoring
Students	Student Info	Eligibility	Parent Info	Communications	Team	ILP Process		
Student History	Pre-Conference Planning	Evaluation Process	IEP Process	SP Process	Documents	EL Monitoring Process		

**Legend:**

	= Currently Valid Eligibility
	= Previous IEP / SP / Transition from First Steps to IEP
	= Currently Valid IEP / SP / Transition from First Steps to IEP

# Tips for Testing Accommodations

**Contact Karen Davies at the IDOE Office of Student Assessment if you have any questions about Accessibility Features, Accommodations, are issues revolving around accommodations in TIDE.**

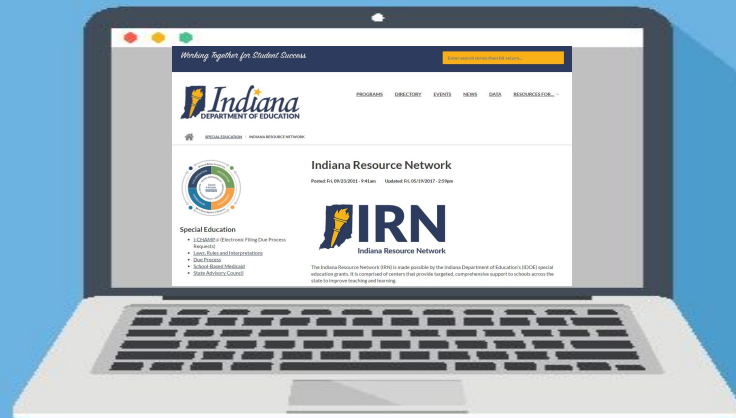
**[KDavies@doe.in.gov](mailto:KDavies@doe.in.gov) 317-232-2079**





# Indiana Resource Network

[www.doe.in.gov/special/indiana-resource-network](http://www.doe.in.gov/special/indiana-resource-network)



# Thank you!!

## Many Thanks!

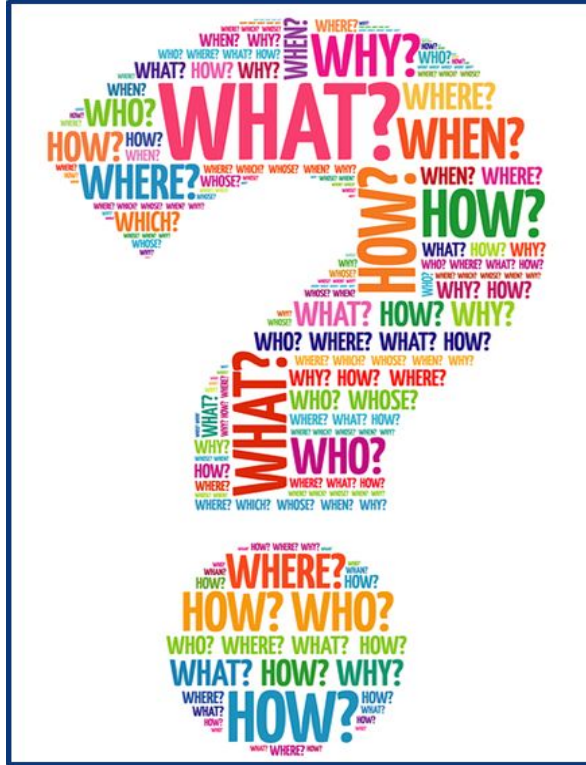


@EducateIN

Indiana Department of Education



# Q & A



## Today's Evaluation

